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ABSTRACT

This report summarized the activities and recommendations of the 1985-86 National Association of State Directors of Migrant Education Secondary Committee. Committee accomplishments included defining dropouts utilizing unique characteristics of migrant students; drafting the issues paper on migrant secondary education (included in this report); strengthening linkages among states/programs serving secondary migrant children; and examining needs, strategies, and solutions for secondary school migrant students. The report discussed difficulties of developing a standard definition of dropout among highly mobile students; recommended categories for determining school-leaving status of migrant students; reviewed impact of cultural background, family needs, and financial limitations on dropout potential; and described six national/interstate programs and seven research projects dealing with migrant dropouts. Fourteen recommendations outlined an effective secondary migrant dropout program: comprehensive counseling/assistance plan, regular individual/school-level needs assessments, career experience/workstudy programs, improved migrant secondary staff effectiveness, parent education programs, improved interstate student identification, Migrant Student Record Transfer System use, increased secondary services funding, district policies recognizing migrant students' special needs, credit accrual options, consistent data gathering, alternative programs, revised age/grade placement/retention policies, and transitional programs for higher education opportunities. A chronology of significant dates in secondary migrant education and 17 predictors of dropping out are included. (LFL)

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SECONDARY COMMITTEE REPORT

April 28, 1986

Prepared for:

National Association of State Directors
of Migrant Education

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Mr. Jesús Vela, Jr., Texas
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GENERAL INFORMATION

General Notes:

The Secondary Committee of the National Association of State Directors of Migrant Education is composed of the following:

Mr. Jesús Vela, Jr., Chairman - Texas
Mr. Merced Flores, Member - Oregon
Ms. Susan Morse, Member - California
Ms. Retha B. Nero, Member - Florida
Mr. Robert Levy, Member - New York
Dr. DeDe Graham, Member - Oklahoma

The committee met three times this year. Additionally, the committee members frequently communicated by telephone to provide input and give recommendations. The committee members reaffirm the purpose of the committee and the objectives they set out to accomplish.

List of Objectives:

1. To promote Secondary Migrant Education in all academic, vocational, and supportive areas.

2. To assist in establishing networks and linkages that serve secondary migrant students.

3. To promote migrant student school retention and provide for student opportunity.

4. To assist with innovative and alternative approaches to meeting the needs of secondary migrant students.

5. To assist and support utilization of the Secondary Credit Data Section for secondary migrant students.

6. To promote drop out prevention models and utilization of innovative approaches to counseling secondary migrant students.

7. To promote and assist with gathering of relevant literature/research regarding the secondary migrant student.

8. To assist with and promote the establishment of a national clearinghouse for secondary migrant related research.

9. To promote and assist with secondary migrant student program design and implementation.

10. To promote secondary migrant student academic, social, and artistic expression and development.

M E M O R A N D U M

D A T E : April 28, 1986

T O : National Association of State Directors of Migrant Education

F R O M : Jesus Vela, Jr., Chairman
Secondary Committee

R E : Final Report of Secondary Committee Activities and Action Plan

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The purpose of this final report is to provide the National Association of State Directors of Migrant Education pertinent information about the activities of the 1985-86 Secondary Committee and a summary of pertinent actions by the committee to carry forward the assignments charged by the NASDME Executive Committee.

COMMITTEE ASSIGNMENTS (These are assignments or charges approved by the Executive Committee in December, 1985).

A. To draft a specific definition of dropouts utilizing the unique characteristics of migrant students.

Summary and Current Status

The committee decided to use a generic definition from the United States Office of Education which is as follows:

> A migrant student "dropout" is a student who withdraws from or discontinues school before graduation or completion of a program of study.

B. To continue, in conjunction with the Evaluation Committee for approval of the Executive Committee, a process to coordinate the research agenda as it relates to secondary migrant students.

Summary and Current Status

The research agenda has been coordinated to the extent possible. A joint meeting of the Evaluation and Secondary Committees (March 19-20, 1986) provided a comprehensive summary of migrant research in progress, a Dropout Bibliography of existing work, and recommendations for continued research as defined in the Issues Paper.

C. To draft an Issues Paper on "dropouts" utilizing the unique characteristics of migrant students.

Summary and Current Status

The products of the on-going meetings of the Secondary Committee and the joint Evaluation/Secondary Committee meeting made the following documents possible:

- Dropout Bibliography
- A Secondary Migrant Chronological Perspective of MSRTS Utilization
- Dropout Predictor Chart
- Secondary Issues Overview
- ERIC Document Issues Paper

D. To continue to maintain a cooperative working relationship between the MSRTS and Secondary Committees, which allows for and includes input from LEA practitioners to insure coordination of credit accrual data through MSRTS.

Summary and Current Status

A representative from the Secondary Committee attended the MSRTS Committee meetings and the Utilization Sub-Committee meetings throughout the year. Most, if not all, of the specific recommendations to the MSRTS Committee regarding secondary issues were accepted or taken into consideration by the committee. Some of the cooperative major accomplishments were the following:

- Coding of Minimum Graduation Requirements (MGR's) for high school migrant students.
- Coding and updating of School History (SH) lines for secondary migrant students.

- Coding and updating students' School History (SH) on the Credit Accrual section.
- Approving the ability to code a student's Current Schedule with partial or full credit work at the start of a term.
- Approving the ability to code a Recommended Schedule for a future term.
- Approving the programming of a separate section for Recommended Schedules.
- Ability to consolidate partial course work.
- Lifting of all restrictions and conditions for consolidation.
- Approving the programming for a Recommended Course section upon enrolling in the 8th grade.
- Reconsideration for programming of 7th and 8th grade courses and grades.
- Prioritizing of Secondary Referral-Activity Logs. (See following Priority Statements.)

SECONDARY REFERRAL ACTIVITY LOG

Statement	Priority
That the graduation and dropout termination codes remain intact (printed on MSRTS Educational Record) until a school enrollment occurs.	#1
Design some mechanism for reporting that a student has received his/her GED.	#2
That different term types be accepted when the same school is reporting spring schedules and recommended summer/fall schedules.	#3

Statement	Priority
Recommending that the computer automatically reference the facility segment and print contact person, title, and phone number.	#4
Recommend that MSRTS in Little Rock ammend Credit Accrual Section so that clock hours in class (under partial credit) accept three (3) digits instead of a maximum of two (2).	#5
That a recommended educational course matrix be added for students in grade 8.	#6
Eliminate, for CRT terminals, the need to switch screens in order to update each course with "Partial Work" or "Credit Granted" data. Instead, display entire term's schedule.	#7

E. To continue to strengthen the national linkages and networks among states and programs that serve secondary migrant children and recommend to the Executive Committee procedures to further strengthen these networks and linkages.

Summary and Current Status

The national linkages and networks among states and programs that serve secondary migrant children have been solidified to the extent possible. The dynamics and priorities of states change, making it difficult for programmatic and intensity levels of commitment and program to be maintained. This area will need to be worked on continuously.

Recommendations:

- For states to continue coordinating secondary program activities through the Texas Migrant Interstate Program.
- For states to coordinate and utilize the services and technical assistance provided by the Interstate Migrant Secondary Team Project (IMSTP).

- For states to commit resources and develop programs that address the needs of secondary migrant students.
- For states to include certain priority areas and statements for secondary migrant students in the State Plan.
- For states to utilize current secondary literature and documents such as the Jr. High Issues Handbook, the ERIC-CRESS Document on Secondary Students, and other works.
- For states to continue coordination and cooperative efforts with the Migrant Drop-out Youth Program (MDYP).
- For states to utilize the specific recommendations in the Secondary Issues Paper (ERIC-CRESS Document).
- For states to set priorities in the areas of Jr. High and High School, specifically with secondary migrant "student at risk" populations.
- For coordinated research efforts in secondary migrant education to continue.

F. To coordinate key committee activities with the Evaluation and MSRTS Committees.

Summary and Current Status

As a result of coordination of activities between the three (3) committees, the significant accomplishments have been the following:

- Referral activity log priorities
- Consolidation of partial credit
- Policy changes in partial credit
- Restrictions were eliminated
- Migrant Secondary Chronological Perspective
- Secondary liaison participation

- MSRTS termination code implementation in April 1986.
- Recommended courses for 8th grade.
- Draft of partial credit position paper in progress.
- Share results of Texas Utilization Study.

G. To define and develop a project plan which addresses the necessary elements of a secondary migrant program addressing student needs.

Summary and Current Status

As a result of collaborative work between the Secondary Committee members, specific project plans and recommendations will be gathered from the states of Florida, New York, California, Texas, and Oregon. A compilation and summary of these plans will be on-going by the committee members. Also, the Interstate Migrant Education Council (IMEC) will conduct a survey of several states gathering distinctive features and necessary elements of their secondary programs.

H. To continue to examine the needs, strategies, and solutions for Jr. and Sr. High school students on a regular basis.

Summary and Current Status

As a result of collaborative work between the Secondary Committee members, the following activities were on-going:

- Student dropout needs assessment scale
- IMSTP Needs and Solutions Paper
- Search and development in the solutions and strategies from various states
- P.A.S.S. and MINI-P.A.S.S. utilization
- ERIC Document
- Scholarship promotion issues and encouragement
- Leadership Training and Development

Recommendations:

- To continue to identify existing programs and gather current research and other pertinent information regarding this population.
- To continue to address the needs of this population through preventive dropout guidance models, counseling and guidance, and other supportive services.
- To continue with workshops for migrant Jr. High practitioners and to continue focusing on specific Jr. High problem areas. Topics of critical concern will continue to be:
    (1) the effects of Education Reform Laws on the secondary student (7-12);
    (2) minimum competency and the migrant student;
    (3) compulsory attendance/absenteeism issues and their effects on the migrant student; and
    (4) final examination and advanced placement exams.
- For states that receive large numbers of Jr. High students to consider hiring a counselor(s) during their spring/summer programs. Also, for those counselors to establish a specific dropout preventive counseling delivery system.
- For states to consider utilizing a MINI-PASS (Jr. High) approach as an alternative method of course and credit accrual.
- To continue to provide for extracurricular opportunities for Jr. High school aged migrant students.

SPECIFIC RECOMMENDATIONS TO THE EXECUTIVE COMMITTEE OF NASDME

1. To continue use of the MSRTS Secondary Credit Data Section termination codes, especially O, E, and G.

2. To continue emphasis on Jr. High and High School secondary coordination in new Section 143 projects.

3. To promote a National Migrant Scholarship Fund.

4. To promote leadership training programs (Grades 7-12) and post secondary success.

5. For Migrant Education State plans to include the following:

   - Secondary component
   - Dropout prevention component (at risk student population)
   - Dropout retrieval component
   - Jr. High services and opportunities

6. Improved identification and recruitment of interstate secondary migrant students.

7. To continue coordination with interstate projects such as the following:

   - Interstate Migrant Secondary Team Project (IMSTP)
   - Interstate P.A.S.S.
   - MINI-P.A.S.S.
   - Texas Migrant Interstate Program
   - Migrant Dropout Youth Program (MDYP)
   - Interstate Migrant Education Council (IMEC)

8. For states to promote outstanding secondary migrant programs (ECIA Chapter I Secretary Initiative).

9. To consider higher funding ratio for migrant secondary students.

10. To promote advocacy for replication of Wisconsin's Senate Bill 317--A non-resident tuition exemption for migrant workers and families.

11. To continue the National Secondary Committee.

SECONDARY COMMITTEE OF NASDME

OVERVIEW

Migrant Secondary School Students & Dropouts
Issues & Resources

I. INTRODUCTION

II. DEFINING A "DROPOUT"

III. UNIQUE PROBLEMS OF MIGRANT SECONDARY SCHOOL AGED CHILDREN

IV. RESOURCES, RESEARCH, INTER/INTRASTATE COORDINATION AND PROJECTS (OF NATIONAL SCOPE)

- A. Services/Projects - National & Interstate
- B. Research
- C. Literature

V. SECONDARY COMMITTEE RECOMMENDATIONS

VI. BIBLIOGRAPHY

A cooperative effort by the Secondary Committee of NASDME:

Mr. Merced Flores, Oregon
Ms. Susan Morse, California
Ms. Retha B. Nero, Florida
Mr. Robert Levy, New York
Mr. Jesús Vela, Jr., Texas
Dr. DeDe Graham, Oklahoma

INTRODUCTION

The educational and socioeconomic challenges facing migrant secondary youth are truly demanding. As stated in the 1985 Florida OCE Report, "Compounded by the highly transitory nature of their lifestyle, language difficulties, educational interruption, social and physical isolation, and economic demands, success in schooling for migrant farmworkers and their children appears to be an almost unattainable goal." It is estimated that dropout figures for this migrant population range from 30% to Exotech's rate of 90%.

Serrano and Anderson (1983) state that, "Without question, migrant children are the most 'educationally-at-risk' group of students in our nation's schools. Review of conventional indicators of academic success -- standardized test scores, grade retention rates, and dropout figures -- as well as a look at school outcomes not often considered such as self-esteem, locus of control, achievement orientation, and peer solidarity would all suggest that migrant students as a group are the major losers in the schooling process." One must wonder what can be done to ensure the quality of education for migrant children.

Nationally, there has been a renewed emphasis on the importance of public education and preparation for dealing with life in the 21st century. The crusade for educational reform has brought on challenges for the entire nation, and most of all for the disadvantaged. School boards, educational

commissions, state departments of education, and other groups have called for reforms which seek to increase requirements and raise educational standards.

For the migrant student, however, these requirements may create additional barriers and discouragement toward high school graduation. Increased competency standards, raising course requirements, and increased time in school create more obstacles for the migrant student. At the present time, most educational reforms do not address specific issues affecting migrant secondary students.

Therefore, attention must be focused on the education of the migrant secondary student. The problem of the migrant "dropout", "pushout", "leftout", and non-graduate will affect everyone. The responsibility is one that needs to be shared with the larger community and the nation alike. Partnerships outside the educational circle need to form to ensure full participation in addressing the problem of high school dropouts. As stated in the Florida OCE Report (1985), "Migrant children throughout the nation will face a bleak future unless strong efforts are made to improve their 'standard of living' and 'standard of learning'." The problem of the migrant student dropout continues. The important issue today is how migrant students can be [illegible] the excellence and equity that is being demanded for other [illegible]nts.

DEFINING A DROPOUT

The topic of dropouts and dropout prevention is currently in the forefront of education, yet we cannot agree on what constitutes a dropout.

In 1983 a survey of migrant directors was conducted to ascertain their respective states' migrant dropout rate. Over 80% indicated that there were no data available on the subject. The remaining states reported dropout rates ranging from 1% to 99% (Ogletree, 1982). Obviously, the task of utilizing a universal formula to determine a dropout rate is an awesome venture considering local and state initiatives and existence (or lack) of data, definitions and formulas.

The formula for defining dropouts is compounded for migrant educators by the very nature of the migrant lifestyle -- mobility. The task can be easily accomplished for a single school district if there is consistent recordkeeping and minimal transfers. However, when students enroll and withdraw at the staggering rates that migrants do, no one really knows "what happens" if no records are requested or if the student enrolls in a non-migrant school.

Technical questions that arise in defining dropouts include:

- Are students who leave the classical school setting and enroll in adult education diploma programs dropouts?

- Is a student who drops out and 12 months later enrolls in a GED program, community college, HEP or similar educational setting a dropout?
- How many days of absence constitute "dropped out?"

In order to provide baseline data to educators on the rate at which migrant students drop out of school and when, consistent definitions and recordkeeping are necessary. Information gained by these efforts will have immediate and long range implications for migrant educators who will be better able to evaluate the impact of their efforts now and in the future.

For data gathering purposes, the Secondary Committee of NASDME recommends that the Migrant Education program follow the most consistent definitions presently in use provided by the United States Department of Education National Center for Educational Statistics, which is, a dropout is:

> (U.S.E.D.) - "a pupil who leaves school for any reason except death before graduation or completion of a program of studies and without transferring to another school."

A migrant student at the secondary level, for purposes of MSRTS enrollment and data entry should fit in one of the categories below:

- in school: child is in school (School enrollment date and residency date should be on COE/MSRTS.)

- in district with no school in session (i.e., summer time): (Residency dates only should be on COE/MSRTS.) State could request school identification on any entity.

- in alternative education program: (Residency dates and special program: entry GED/alternative education. No record of school attendance will be maintained by MSRTS unless school code is used.)

- O = Dropout: (Not in school, although school is in session, residency date, no school enrollment date, O flag entry.) O does not stop funding.

- G = Graduate: Completed high school, G flag entry (Residency date - graduating does not stop funding.)

- E = Completed GED or other high school equivalency program, E flag entry (Residency date, E does not stop funding.)

- D = Death

- N = Assuming non-migrant status. (Not migrant, wishes not to be enrolled as migrant.) (No residency or enrollment date.)

NOTES:

Flags D & N (only) terminate funding and MSRTS record updating ability.

End of eligibility and 18th birthday also terminate funding.

UNIQUE PROBLEMS OF MIGRANT SECONDARY SCHOOL AGED CHILDREN

Many variables in the migrant child population increase dropout potential and make services to children, as well as gathering of data, difficult.

The migrant population now encompasses a greater diversity of cultural and ethnic groups than ever before. Presently, migrant children may be from cultural backgrounds as diverse as:

- Anglo-American
- Afro-American
- Native American
- Eskimo/Innuit groups
- Asian
- Russian
- Haitian
- East Indian
- Hispanic - including Mexican American, Puerto Rican, Portuguese, Central American, and Cuban

Many Russian Old Believers expect their youth to discontinue school at the onset of adolescence (i.e., growth of a beard in men). Hispanics and other groups expect older children to contribute to family income at whatever age they are able to in order to secure basic survival needs for the whole family. East Indians often require strict supervision of their daughters, limiting their ability to participate in sports, extracurricular activities, and overnight events.

Needs for older children as babysitters among many of these cultures may increase attendance problems beyond those already imposed by mobility. And for all groups, financial considerations limit the students' ability to participate in sports, clubs, and social events where extra costs (in clothing, equipment, memberships, travel) become prohibitive to these students.

In addition, costs for test taking and filing of applications frequently limit the migrant child's choices for the future. In most cases, these needs go unnoticed by school officials.

These unique problems compound the migrant child's problems of mobility, poverty, language, cultural differences, and absence. The migrant child, in fact, has all of the common characteristics of other dropouts. However, he/she exhibits these characteristics with greater frequency and to a greater degree than other dropouts. The migrant dropout issue is a problem of intensity of needs and problems as well as of unique characteristics.

In response to these needs, migrant programs should assist the schools to provide migrant children with a greater variety of options and the most effective instructional techniques available.

RESOURCES, RESEARCH, INTER/INTRASTATE COORDINATION AND PROJECTS (OF NATIONAL SCOPE)

(A) SERVICES/PROJECTS - NATIONAL & INTERSTATE

MIGRANT DROPOUT YOUTH PROGRAM: This program was originally administered by Maryland; it has become institutionalized in that state. This program identifies dropouts, and provides informal counseling information and educational opportunities via telephone and correspondence. The Maryland program carries out special summer and weekend activities to increase experiences, exposure, and awareness of opportunities for these children.

MIGRANT DROPOUT YOUTH PROJECT: Now administered by Florida, this project extends similar services and information to dropouts in thirteen (13) states. The project also improves interstate coordination of follow-up for these youth. Funded for 1986-87, the MIGRANT DROPOUT RECONNECTION PROJECT will continue the above services and also seek out resources from the private sector to develop more alternatives and educational and vocational opportunities for migrant dropouts.

HEP/CAMP PROGRAMS & HEP/CAMP ASSOCIATION: HEP and CAMP programs nationwide continue to provide alternatives and support to migrant students who may have been or might become dropouts at the high school or post-secondary school level. The HEP/CAMP Association has contributed

to effective interstate coordination and referrals of students as well as development and coordination of documentation of program effectiveness. (See HEP/CAMP studies - Research.)

PASS, MINI-PASS, INTERSTATE PASS COMMITTEE: These programs have exhibited great concern for migrant students nationally by willingly disseminating program material and start-up procedures to interested states. The I-PASS Committee has met for three (3) years in an informal group of concerned migrant educators from 13 states to coordinate the dissemination of PASS, consistency in services, and coordination of materials development nationwide.

EDUCATION COMMISSION OF THE STATES (ECS) INTERSTATE MIGRANT EDUCATION COUNCIL: This program has supported and coordinated with other secondary program efforts including the NASDME and Secondary Committee, and plans to assist in the coordination of the Students at Risk Interstate Workshop in 1987.

TEXAS MIGRANT INTERSTATE PROGRAM: This program facilitates credit exchange and program coordination between Texas schools and receiving states' schools throughout the United States. The Texas Migrant Interstate Program has provided many useful materials, including directories and a Migrant Counselor's Handbook and numerous videos on migrant related topics.

(B) RESEARCH

"Characteristics of Dropouts" New York State Education Dept., Developing Work-Study Programs for Potential Dropouts. 1965. This data has been updated in a survey of migrant education staff (1985, California) and continued research - (Bob Levy, SUNY, Oneonta, 1985).

HEP IMSSP study of former dropouts in the HEP programs concerning reasons for dropping out. (December, 1985) IMSSP Oneonta, NY.

HEP/CAMP Evaluation of the effectiveness of these programs in serving the educational and career needs of migrant farmworkers in the United States and Puerto Rico.

California Dropout Studies. Region II, Migrant Education. Four year study on graduation rates and dropouts (1982-86). Additional proposed state dropout documentation. California Department of Education, Migrant Section (1986).

New York, MAP (Migrant Attrition Project), (to be funded 1986-87) will calculate a bi-grade attrition rate for migrant students and a cummulative dropout rate. Florida, Georgia, Illinois, Michigan, Ohio, and Texas will cooperate in tracking 1,000 migrant students by the cohort-survival method from 1980-81 through 1985-86 to determine if they dropped out, graduated, or are still in school.

Junior High School Research (IMSSP SUNY, Oneonta). This document summarizes a survey of migrant junior high school students regarding their views of school and reasons they feel students drop out. Conducted in six (6) states (Arizona, Michigan, New York, Wisconsin, Texas, and Florida) in 1984-85. 230 students and additional parents were interviewed.

(C) LITERATURE

Migrant Students at the Secondary Level: Issues and Opportunities for Change - ERIC/CRESS, IMSSP

This document effectively summarizes the dropout dilemma and needs of migrant high school students, and describes in detail solutions being offered to address these needs in programs throughout the nation. Advocacy and change at local, regional, state, and interstate levels are discussed and fourteen (14) recommendations are proposed for the improvement of services to secondary students.

Other recent literature on migrant students, Hispanics, and dropouts are listed in the bibliography.

RECOMMENDATIONS FOR SECONDARY PROGRAM IMPROVEMENT

The following recommendations outline components of a secondary program that appear effective; they also describe other areas in which improvements could be made or programs strengthened in order to improve the success of migrant students.

RECOMMENDATION #1: ESTABLISHMENT OF A COMPREHENSIVE SECONDARY COUNSELING AND ASSISTANCE PLAN.

Migrant staff should provide counseling and assistance to migrant students at the secondary level to meet:

Academic Needs - Migrant staff need to provide academic support by: (1) regular monitoring of academic progress in credit accrual, course requirements, proficiency or competency tests, attendance, warnings, or notices of failures; (2) notifying students and parents of academic weaknesses or deficiencies; (3) providing academic assistance to address identified needs; and, (4) counseling to increase academic choices and advancement.

Career Needs - Career education components should include career testing, counseling, career fairs, and a comprehensive work experience or work-study program.

Individual Needs - Migrant children need access to someone who can be a confidant, role model, mentor or advocate for the student.

Group Needs - Peer acceptance should be promoted by migrant educators. Clubs and meetings give a sense of group identity and belonging, and involve students in school activities. In addition, studying in groups, peer and cross-age tutoring, and group counseling develop feelings of inclusion and meet academic needs simultaneously.

RECOMMENDATION #2: REGULAR USE OF INDIVIDUAL AND SCHOOL LEVEL NEEDS ASSESSMENTS.

A systematic format for recording all the known needs of a student is essential to insure that important needs are not omitted or forgotten, that parents are informed of the needs of their children, and that teachers are included in program planning for that student. A school-wide needs assessment will provide summary information to administrators advising them of student needs, high risk students, program planning needs, and assessments of program effectiveness.

RECOMMENDATION #3: A COMPREHENSIVE CAREER EXPERIENCE/WORK-STUDY PROGRAM.

Students engaged in work programs consistently show significant improvement in school performance and attendance. Components of an effective career experience/work-study program should include: (1) an individual career development plan prepared cooperatively with each student; (2) guidelines for development of job slots, including those funded by non-migrant sources (public and private sector); (3) priorities for job assignment in terms of student need; (4) procedures for student application, interview, selection, hiring, on-the-job monitoring, evaluation, and exit counseling; (5) student reports so that job experience is analyzed and integrated by the students as a learning experience; and (6) progressive job experiences, increasing job skill levels, challenges and relation to career interests, and goals of each student.

RECOMMENDATION #4: IMPROVED MIGRANT SECONDARY STAFF EFFECTIVENESS.

Secondary level staff are challenged by working with older students who need good role models and leadership. In addition, staff must be able to work closely with high school teachers, administrators, registrars, and counselors. They must communicate with community and business people, and with parents. Most importantly, they must be capable of assisting students through the difficult adolescent years when family, financial, and social pressures make migrant students most likely to give up. Efforts to improve staff effectiveness can be made in each aspect of staffing: recruitment, hiring, pre-service training, in-service training, evaluation, and professional improvement.

RECOMMENDATION #5: DEVELOPMENT OF PARENT EDUCATION PROGRAMS AT THE SECONDARY SCHOOL LEVEL.

Parents are the primary educators of migrant students. School and migrant staff efforts must be supported and supplemented by parents. Migrant parents are the first to recognize this and their motivation to learn is great. Migrant parents need and seek training in the secondary school system, self and child advocacy skills, home support skills, health and safety, access to the community, and communication skills.

RECOMMENDATION #6: IMPROVED IDENTIFICATION AND RECRUITMENT FOR INTERSTATE SECONDARY STUDENTS WHO ARRIVE IN LATE SPRING AND SUMMER AND FOR DROPOUTS.

In receiving states, interstate migrants are generally unknown in the community. They often do not have housing in known camps or migrant communities, making them difficult to locate. Older students are often overlooked by recruiters even when the younger children are identified. Systematic identification of secondary students will result in more funding which will allow further development of programs to meet the needs of these students.

RECOMMENDATION #7: USE OF THE MSRTS.

Increased knowledge and use of the MSRTS by secondary teachers, counselors, and registrars is needed. The MSRTS secondary section can provide vital data for mobile migrant students. Because attendance restrictions and credit systems at the secondary level penalize migrant students for their mobility, the quick movement of the MSRTS forms for active high school migrants is crucial. At all stages of data transmittal, every effort should be made to give highest priority to these students.

RECOMMENDATION #8: INCREASED FUNDING FOR SECONDARY SERVICES.

The funding formula should be adjusted so that there is a higher ratio of funding for services to migrant students of secondary school age. This change in funding would reflect: (1) school funding ratios which are higher for secondary programs because services at that level cost more; (2) the shortage of other supplementary programs at the secondary level in comparison to those provided at the elementary level; (3) the higher cost of effective secondary programs such as work-study, career education, and extended-day programs; and (4) the need for alternative education programs for drop-outs and older students.

RECOMMENDATION #9: DISTRICTS' POLICIES THAT RECOGNIZE THE SPECIAL NEEDS OF MIGRANT STUDENTS.

The migrant student must be given every opportunity to acquire the credits necessary for graduation so that he/she will not be discouraged and subsequently drop out. Better and standardized communication [illegible] reciprocity between states would aid [illegible]stricts in the transfer of credit data.

RECOMMENDATION #10: INCREASED OPTIONS FOR CREDIT ACCRUAL.

Districts need to develop improved means of granting credits to migrant students. Credit can be accrued by skills demonstration, course challenging, or by eliminating barriers to the number of credits which can be earned per semester or in summer programs. Credit make-up programs such as P.A.S.S. should be available at every school site. Supplementary credit bearing instructional programs should be offered (e.g., afternoon classes, night school or Saturday sessions) that take into account the unique problems that migrant students might have because of work conflicts or family responsibilities.

RECOMMENDATION #11: CONSISTENT METHODS OF DATA GATHERING NATIONWIDE.

Graduation data (including alternative methods of graduation) should be collected annually in a consistent manner nationwide. Other data should be made available, including high school attendance and age of graduates. The migrant program can show consistent improvement in numbers of students graduated as well as increases in student enrollments and attendance rates. At a time when the effectiveness of migrant programs is under attack, these statistics may be critical supporting evidence of the success of the program.

RECOMMENDATION #12: INCREASED NUMBER AND VARIETY OF ALTERNATIVE PROGRAMS AVAILABLE FOR SECONDARY MIGRANT STUDENTS.

Migrant staff in many areas find that they have few alternatives for students that (because of age, education, or family situation) are unable to complete a four year on-campus high school program. Materials are needed for these students that prepare them for the G.E.D. or Adult Education diplomas. Special remedial materials are also needed for older students who have not previously attended school.

RECOMMENDATION #13: REVISED AGE/GRADE PLACEMENT POLICIES AND RETENTION POLICIES AT THE ELEMENTARY AND JUNIOR HIGH LEVELS.

Evidence shows that a disproportionate number of migrant students are placed in inappropriate grades at the elementary level. In addition, retention rates for migrant students (especially in kindergarten and first grades) are excessively high and are not justified by recent studies on the effectiveness of retention. Migrant programs need to provide districts with new research and assist them in developing retention policies which will assure maximum success for all students.

RECOMMENDATION #14: STRONGER LINKAGES AND TRANSITIONAL PROGRAMS FOR COLLEGE, UNIVERSITY, AND OTHER HIGHER EDUCATION OPPORTUNITIES FOR MIGRANT YOUTH.

Migrant programs should seek out scholarship resources, counseling, orientation, and on-campus experiences to increase the number of migrant students continuing their education and to insure their success in post-graduate institutions.

"DROPOUT"

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SIGNIFICANT DATES IN SECONDARY MIGRANT EDUCATION: A CHRONOLOGICAL PERSPECTIVE

1965 - Elementary and Secondary Education Act (ESEA) is signed into law by the late President L.B. Johnson (Public Law 89-10).

1966 - Public Law 89-10 is amended by Public Law 89-750 to incorporate special provisions for migratory children of migratory agricultural workers within the national program of federal education support for disadvantaged children (Title I, ESEA).

1969 - The Migrant Student Record Transfer System (MSRTS) is formed and headquartered in Little Rock, Arkansas.

1972 - First year of full-scale operation of MSRTS. The number of children on the data base totaled 311,371.

1974 - Public Law 93-380 extended the migrant program to include children of migratory fishermen.

1978 - Skills Information System (SIS) is added to the MSRTS Record.

1981 - National Policy Workshop on Secondary Issues held in August in Seattle, Washington. MSRTS Committee charged with task of creating a secondary educational section on the MSRTS Educational Record.

1982 - School histories and minimum graduation requirements are coded for approximately 18,000 secondary migrant students.

1982-83 - The MSRTS Educational Record appears with a secondary educational matrix. Secondary student data is transmitted for thousands of migrant students through the computer.

1984-85 - Secondary data and coding of school histories continues. Transmittal of secondary data continues through the computer. Recommended section is independently printed on the MSRTS Educational Record for grades 8-12.

1985-86 - States begin full consolidation of partial credits.

PREDICTORS/CHARACTERISTICS OF DROPPING OUT OF SCHOOL

"High risk" youth, dropout prevention, and educational reform are currently in the forefront of today's schools. In the ongoing efforts to examine the phenomenon of dropping out of school, many studies have been conducted over the past 20 years. Specific topics have included dropout rates, reasons for dropping out of school, short and long term effects of leaving school, student characteristics, and specific predictors. Populations will vary in degree of impact for each predictor, but similar characteristics and predictors have been shown to be evident in nearly all of the studies.

When students exhibit a number of the following characteristics at any age, they should be considered at HIGH RISK of dropping out. Migrant students, as a sub-group of the general population, exhibit many of the same characteristics as other high risk youth; however, these characteristics are present in a greater number of migrant students and are present to a greater degree. Thus, these previously identified predictors of dropout behavior have been examined in relation to their impact on migrant students. Results show that migrant students are among the highest risk youth in terms of dropout behavior.

SCHOOL RELATED:

- old for age group - By second grade, 62% of migrant students in the nation are below modal grade, compared with 17% of the general population. Source: Bureau of Census - Current Population Survey (1983) and MSRTS Management Report 1A (1984).

- retained at least once - While several factors contribute to being over modal grade, retention is the leading cause. Source: IMSSP, Project Upgrade, Mid-Hudson Migrant Tutorial Program.

- below 90 I.Q. - No specific studies exist at this time that examine this factor.

- little or no interest in school - Although migrant students generally had positive attitudes toward school and education, other studies indicated that while students were in receiving state school districts they felt poorer than other students, unwelcome, "didn't fit in," and threatened. Source: Medina, Hinojosa, and Martinez (1983), IMSSP (1984), Apicella (1984).

- below average grades - Migrant students consistently exhibit below average grades and poor levels of scholastic achievement. Source: Hinojosa (1980), Flores, IMSSP, and HEP/CAMP (1984-85).

- 2 years or more below reading grade level - Migrant students lag behind in reading performance by nearly two and one-half years. Source: RTI (1981).

- poor participation in school activities - Over 50% of migrant students never participated in school activities; nearly 70% of the migrant students never or "only sometimes" participated in school related activities. Source: Apicella (1984), IMSSP (1985).

- limited English proficiency - More than 40% of migrant students are considered to have oral language difficulties which interfere with their classroom work. Source: RTI (1981).

FAMILY RELATED:

- low socioeconomic status (SES) - Between 75% and 90% of migrant families have a combined annual income of $10,000 or less. Source: HEP/CAMP National Evaluation (1985), IMSSP (1985).

- negative parental attitude toward school - Although most parents had a positive attitude toward education in general, they felt that many teachers and administrators were not responsive to the needs of their children. Source: Junior High Migrant Student Services, IMSSP (1985), Apicella (1984).

- chronic absenteeism (20 days or more) - This is implicit in the very nature of migrancy and is significantly correlated with dropping out. Source: Medina, Hinojosa, and Martinez (1983).

- large family (5 or more children) - The mean family size of migrant families is nearly 8 members. Source: HEP/CAMP National Evaluation Project; IMSSP (1985).

- mother's and father's education - Between 80% and 97% of the parents of migrant students did not graduate from high school. Source: Apicella (1984), HEP/CAMP National Evaluation Project (1985), IMSSP (1985), Garza (1982).

- pattern of "jumping" from one school to another - This factor is an implicit part of migrancy.

OTHER:

- resents authority/control - No specific studies exist at this time that examine this factor.

- poor health - Migrants have a life expectancy of 55 years as compared to 73 years for non-migrants; migrant infants have a mortality rate 125% higher than the national rate; migrant children have a much higher average of health problems and related diseases in the areas of malnutrition, anemia, lead poisoning, hypertension, and skin diseases; farm labor has the 2nd highest work-related accident record, following only construction workers. Source: U.S. Department of Health and Human Services Migrant Child Welfare - Porteus.

- small or large for age group - No specific studies exist at this time that examine this factor.

Introduction of NEW and PRIOR charges for approval of the Executive Committee. 1986-87

CHARGES:

A. To continue coordination of the research in progress. (NEW CHARGE--1986-87)

B. To continue to maintain a cooperative working relationship between the MSRTS and Secondary Committees, which allows for and includes input from the LEA practitioners to insure coordination of credit accrual data through MSRTS. (CONTINUOUS CHARGE)

C. To continue to strengthen the national linkages and networks among states and programs that serve secondary migrant children and recommend to the Executive Committee procedures to further strengthen these networks and linkages. (CONTINUOUS CHARGE)

D. To alert the Executive Committee of NASDME as to the current issues affecting secondary migrant students and to react and analyze these issues. (NEW CHARGE--1986-87)

E. For the Secondary Committee to investigate the progress of each state as a result of the secondary policy recommendations from Seattle in August, 1981. (NEW CHARGE--1986-87)

F. For the Secondary Committee to outline secondary priorities for Section 143 inter/intrastate coordination. (NEW CHARGE--1986-87)

G. To continue to coordinate key committee activities with the Evaluation and MSRTS Committees. (CONTINUOUS CHARGE)

H. To continue to develop project plans which will address the necessary elements of a secondary migrant program addressing students' needs and to do a compilation of these documents. (CONTINUOUS CHARGE)

I. For the Secondary Committee to develop a 3-part model to promote post-secondary success. The 3-part model would include Early Outreach, Development and Access to Funds, and Post-Secondary Follow-up. (NEW CHARGE--1986-87)

I submit these charges for your approval.

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
A. To draft a specific definition of dropouts, utilizing the unique characteristics of migrant students. (New charge--1985-86)	• U.S.O.E. definition acknowledged by most states. • Use of a generic definition	• Acknowledge and recommend generic definition. • To standardize research efforts and allow for comparison of migrant and non-migrant research • Appropriate assessment • MSRTS coding and continuity of information • Program development and migrant student service.

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
B. To continue, in conjunction with the Evaluation Committee for approval of the Executive Committee, a process to coordinate the research agenda as it relates to secondary migrant students. (Continuous charge--1984-85)	• Definitional process • Migrant Attrition Project - Section 143 • HEP Study • California in-state MSRTS coding • Overage distribution - MSRTS data • Chapter I Study - K. Plato, Washington state • Texas overage data report - R. Villarreal • U.S.E.D. data • State performance data • Independent studies by different states • Dropout Bibliography of existing work	• Identify survival rate vs. attrition

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
C. To draft an Issues Paper on "dropouts" utilizing the unique characteristics of the secondary migrant student. (New charge--1985-86)	• ERIC Document • Specific "Issues Overview," secondary issues, and recommendations • Dropout Predictor Chart • Dropout Bibliography • Secondary Chronological Perspective	• To improve planning at the State, Service Center, and LEA levels • Recommendations for student services

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
D. To continue to maintain a cooperative working relationship between the MSRTS and Secondary Committees, which allows for and includes input from LEA practitioners to insure coordination of credit accrual data through MSRTS. (Continuous charge--1984-85)	• Review of Activity Logs priorities and recommended changes • MSRTS changes to be implemented in April, 1986 • Texas Utilization Survey • Consolidation of partial credit • Credit entry • Secondary liaison participation • Determination codes implemented in April, 1986 • Restrictions were eliminated	• Renew efforts to find dropouts in order to retrieve and redirect them into educational programs

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
E. To continue to strengthen the national linkages and networks among states and programs that serve secondary migrant children and recommend to the Executive Committee procedures to further strengthen these networks and linkages. (Continuous charge--1984-85)	• See Secondary Committee Report to the Executive Committee	• Coordinated efforts help bring about better delivery of student services • Secondary migrant student priorities can be addressed in a more productive manner

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
F. To coordinate key committee activities with the Evaluation and MSRTS Committees. (Continuous charge--1984-85)	• MSRTS recommendations Refer to D	• Renewed efforts to find dropouts in order to retrieve and redirect them into educational programs • Coordinated agendas mean better services for migrant students

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
G. To define and develop a project plan which will address the necessary elements of a secondary migrant program addressing student needs. (New charge--1985-86)	• In progress • State implemented and identified • State specific plans from New York, Florida, Texas, California, and Oregon • IMEC state surveys	• Defining the necessary elements will assist individual project planning • Establishing of instructional and counseling components • Establishing of preventive counseling programs • Establishing of secondary alternative programs for migrant students

COMPILATION OF ISSUES OR PROBLEM STATEMENTS
IN SECONDARY MIGRANT EDUCATION

FINAL REPORT - APRIL 1986

PROBLEM STATEMENT ISSUE OR CHARGE	ACTIVITIES	PERCEIVED DIRECT BENEFIT TO SECONDARY MIGRANT STUDENTS
H. To continue to examine the needs, strategies, and solutions for Jr. and Sr. High school students on a regular basis. (New charge--1985-86)	• Student dropout needs assessment scale • Dropouts, needs assessments, and solutions • IMSTP Needs and Solutions Paper • Search and development in the solutions/strategies from various states. • Scholarship promotion issues and awareness. • Leadership Training and Development • P.A.S.S. - MINI P.A.S.S. • ERIC Document	• To improve planning at the State, Service Center and LEA levels • Recommendations for student services